



**Center for Leadership & Educational Equity**

## About Learning from Student Work

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### **Purpose**

The guidelines (summarized below) help participants stay focused on the evidence before them and listen to multiple perspectives, rather than getting bogged down in assumptions.

### **When looking for evidence of students' thinking:**

- Stay focused on the evidence that is present in the work.
- Look openly and broadly; don't let your expectations cloud your vision.
- Look for patterns in the evidence that provide clues to how and what the student was thinking.

### **When listening to colleagues' thinking:**

- Listen without judging.
- Tune in to differences in perspective.
- Use controversy as an opportunity to explore and understand each other's perspectives.
- Focus on understanding where different interpretations come from.
- Make your own thinking clear to others.
- Be patient and persistent.

### **When reflecting on your own thinking:**

- Ask yourself, "Why do I see this student work in this way? What does this tell me about what is important to me?"
- Look for patterns in your own thinking.
- Tune in to the questions that the student work and your colleagues' comments raise for you.
- Compare what you see and what you think about the student work with what you do in the classroom.

### **When you reflect on the process of looking at student work:**

- What did you see in this student's work that was interesting or surprising?
- What did you learn about how this student thinks and learns?
- What about the process helped you see and learn these things?
- What did you learn from listening to colleagues that was interesting/surprising?
- What new perspectives did your colleagues provide?
- How can you make use of your colleagues' perspectives?
- What questions about teaching and assessment did looking at this student's work raise for you?
- How can you pursue these questions further?
- Are there things you would like to try in your classroom as a result of looking at the student's work?